**K-Math Lesson Unit 1 Task 1 Lesson 4**

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| **Teacher:Neal/ Chickillo** | | | **Grade:Kindergarten** | | | **Date(s)**: |
| **Unit Title:Counting numbers 0-30** | | | | **Corresponding Unit Task:Students should be able to rote count to 25** | | |
| **Essential Question(s): How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Colored overhead counters, overhead | **Student:**  For each partner-  One die, one cup, number cards 1-25 | | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | | **Common Core State Standards: K.CC.2** | | | | |
| **I Can Statement(s): I can count on using numbers 1-25.** | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)Play the song I know an old lady who swallowed a “number” by Dr. Jean.  Use old lady and number cards for her to swallow. Pick on students to pick number to put in the lady’s mouth.(found on dr.jean.org) | | | | |
| **Teacher Directed:** Teacher will show numbers 1-25 using a number line. Teacher will show the number 25 on the board and have students clap and chant numbers 1-25.  Teacher will call up a student to have student to show a number on the overhead using colored overhead counters. Teacher will say: “Show me 5,” “Show me 8,” “show me 14,” etc…After review teacher will say that today we are going to use numbers 1-25 to count on. Show students the number 12 on the overhead using colored counters. Ask students “how would we count from twelve to 15? Have students share their answer. Then have a student to come up and count on from 12 using overhead color chips to make 15. Ask students how they got to that number. Repeat same task with the number using 18 etc….Explain to the students that they will be playing a counting on game with their partner. Model activity below. | | | | |
| **Guided Practice:**  Students will use number cards 1-25 and dice. Player one will turn over the top number card and put that many number of counters in the cup. Player 2 will roll the die and place that many counters next to the cup. Then they will count how many counters in all and record on sheet. Repeat until all the number cards have been used. (Idea from K-5mathteachingresources.com) | | | | |
| **Independent Practice:** Math Stations Ideas- #1-Putting blocks in order 1-10, #2-Number Puzzles-see k-5 math teaching resources. #3 Practice writing numbers1-10. #4-Counting read aloud center-suggested reading.Quack and Count by Keith Baker, I Spy Two Eyes in Art-by Lucy Micklethwait, City by Numbers-by Stephen T. Johnson, Count! By Denise Fleminbg, One Gorilla by Atsuko Morozumi, Ten Little Fish by Audrey Wood, #5-Math Destination-working with numbers(computer)#6-Roll the die and identify- | | | | |
| **Closing/Summarizing Strategy:** Ask students what they did in their group and how they counted on. Review counting on using overhead board and colored counters with student participation. Tell students that they will be going on a scavenger hunt tomorrow counting on using numbers 1-25. | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| If students can easily count on numbers up to 25. Students can use number cards up to 30 or more. | | | Use a lower target number. Instead of 1-25, 1-10. | | | Model guided practice as many times needed. If students still have difficult use a smaller target number. |
| **Assessment(s**): In small math groups during station time use number cards labled 7-25 and counters. Have each individual student pick a number card. Teacher will have 6 counters layed out on the table. Students will use counters to count on from six using their number card.  Teacher will check for accuracy. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Can students count on using numbers 1-25?  Can students rote count and identify numbers 1-25?  Will they be able to perform task 1?  What do I need to do next? | | | | | | |
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